DOCUMENT RESUME

ED 361 268 SO 023 286

TITLE	Resource Guide: Subject Matter Assessment of Prospective Teachers of History and Social Science. Report of the California State University Workgroup on Assessment of Prospective Teachers of History and Social Science.
INSTITUTION	California State Univ., Long Beach.
PUB DATE	Feb 90
NOTE	49p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus system-wide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see SO 023 285 and SO 023 290.
PUB TYPE	Guides - General (050) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Advising; Assessment Centers (Personnel); Competency Based Teacher Education; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; *History Instruction; Knowledge Level; Models; *Secondary School Teachers; *Social Sciences; State Standards; Teacher Education; *Teacher Evaluation; Teaching Skills; Vocational Education
IDENTIFIERS	*College Teaching and Learning Collection

ABSTRACT

This publication, the result of a series of workgroup meetings that culminated in a conference of 45 educators held in San Diego, California, in November 1989, is a guide to assessing the competence of prospective history and social science teachers in the California public schools. The guide was developed as part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and Executive Orders which are the basis for the guide, and the conference at which it was developed. Following this is a section on the elements of assessment in history and social sciences that outlines and describes unity of purpose among the diversity of programs, the importance of multiple measures, assessment design, and scheduling. the next section, on areas of competence, establishes two categories--first, generic competencies, which are fundamental to all disciplines and, second, competencies specific to the social sciences and history, which cover the following topics: knowledge of world, American, and California history; geography; government and political science; economics; anthropology, psychology, and sociology; ethnic studies; and women's studies. The next section, on sources of information for assessments, discusses the diverse academic backgrounds of prospective teachers, general guidelines and instruments of assessment. The third section offers two model assessment formats with diagrams. Recommendations related to resource and administrative issues are presented next. A final section offers recommendations for advising. Contains eight references. (JB)

ED 361 268

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
California State
University
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 023 256

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CSU Institute for Teaching and Learning and ERIC Clearinghouse on Higher Education

The California State University Institute for Teaching and Learning (CSU/ITL) facilitates a 20-campus network of teaching and learning programs in the CSU system. ERIC/HE has entered into an agreement with CSU/ITL to process documents produced by the system and create a mini-collection within the ERIC database.

Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

All CSU/ITL ERIC RIE citations are tagged with the following identifiers appearing in the IDEN:Field:

- College Teaching and Learning Collection; and
- California State University for Teaching and Learning.

All CSU/ITL citations carry the following statement in the Note Field:

> This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

California State University

RESOURCE GUIDE: SUBJECT MATTER ASSESSMENT OF PROSPECTIVE TEACHERS OF HISTORY AND SOCIAL SCIENCE

Report of the California State University Workgroup
on Assessment of Prospective Teachers
of History and Social Science

Chaired by

Ross E. Dunn
Professor of History
San Diego State University

February 1990

Participant List

CSU Workgroup on Subject Matter Assessment of Prospective Teachers of History and Social Science 1989-90

Dr. Melvin Aamodt
Departments of Anthropology and Geography
CSU, Stanislaus

Dr. Thomas Allen
Department of Education
Humboldt State University

Dr. Judith Anderson
Department of Social Sciences
CSPU, Pomona

Ms. Simone Arias
Morse High School
San Diego Unified School District

Dr. Therese Baker
Department of Sociology
CSU, San Marcos

Dr. Marlowe Berg
Department of Teacher Education
San Diego State University

Dr. Robert Blackey
Department of History
CSU, San Bernardino

Dr. David Bond
Center for Economic Education
San Jose State University

Dr. Diane Brooks
Manager, History-Social Science Unit
California State Department of Education

Dr. Stanley M. Burstein
Department of History
CSU, Los Angeles

Dr. Hugh G. Campbell
Department of History
CSU, Chico

Dr. Stanley E. Clark
Department of Political Science
CSU, Bakersfield

Dr. Jody Daughtry
Department of Teacher Education
CSU, Fresno

Dr. Joseph Dear
Commission on Teacher Credentialing

Dr. Lawrence deGraff
Department of History
CSU, Fullerton

Ms. Gail Dent
San Francisco Unified School District

Dr. Jane Diekman
Department of Secondary Education
CSU, Stanislaus

Dr. Ross Dunn
Department of History
San Diego State University

Ms. Patricia K. Geyer
Johnson High School
Sacramento

Dr. Dennis Harris
Department of History
Sonoma State University

Dr. Robert Harris
History-Social Science Unit
California State Department of Education

Dr. Floyd Hayes
Department of Afro-American Studies
San Diego State University

Dr. Donald W. Hensel
Department of History
CSPU, San Luis Obispo

Dr. Wayne K. Hobson
Department of American Studies
CSU, Fullerton

Dr. Stanley Hopper
Department of Political Science
CSU, Los Angeles

Dr. Ralph A. Keller
Department of History
CSU, Northridge

Ms. Lisa King
Hoover High School
San Diego Unified School District

Dr. Frank K. Koller
Department of Geography
CSU, Fresno

Dr. Richard Kornweibel
Department of History
CSU, Sacramento

Dr. George Mehaffy
Department of Teacher Education
San Diego State University

Ms. Jan Mendelsohn
Associate Dean
Academic Affairs
CSU Chancellor's Office

Dr. Raymond Miller
Social Science Program
San Francisco State University

Dr. Damon Nalty
Department of Social Science
San Jose State University

Dr. Bonnie Neumann
Dean
Division of Undergraduate Studies
San Diego State University

Dr. Albert O'Brien
Department of History
San Diego State University

Dr. Richard Palmer
Dean
School of Social and Behavioral Sciences
CSU, Dominguez Hills

Dr. Rosalind Reed
Department of Health and Community Services
CSU, Chico

Mr. Douglas Rider
Rancho Bueno Vista High School
Vista

Dr. Donald Schwartz
School of Social and Behavioral Sciences
CSU, Long Beach

Dr. Carole Scott
Associate Dean
Division of Undergraduate Studies
San Diego State University

Dr. Gordon Seely
Department of History
San Francisco State University

Dr. Rodney Sievers
Department of History
Humboldt State University

Dr. Frank Stites
Department of History
San Diego State University

Dr. William R. Tanner
Department of History
Humboldt State University

Ms. Jan Vach
Hilltop High School
Chula Vista

Dr. Jean Wheeler
Department of Geography
CSU, Long Beach

Dr. Dwight Wilson
Department of Social and Natural Science
Bethany Bible College
Santa Cruz

Staff

Ms. Lynda Hamilton
Department of Women's Studies
San Diego State University

Ms. Sharon McMahon
Department of Women's Studies
San Diego State University

Cover Design

Anne Brook
San Diego State University

Table of Contents

Acknowledgements..... v

Introduction..... 1

Elements of History and Social Science Assessment..... 4

Areas of Competence..... 8

Sources of Information for Assessing Prospective Teachers.....25

Recommendations Related to Resource and Administrative Issues..33

Recommendations for Advising.....36

Bibliography.....40

ACKNOWLEDGEMENTS

On behalf of the History and Social Science Workgroup I would like to express my appreciation to the participants in the subject matter assessment projects in English and Liberal Studies for their pioneering work, which made our task so much easier than it would otherwise have been. I would like to thank Dean Jan Mendelsohn of the CSU Chancellor's Office for her experienced advice as this project developed. Finally, special thanks to Lynda Hamilton and Sharon McMahon of San Diego State University for their expert assistance in planning the workgroup sessions and producing this Resource Guide.

INTRODUCTION

Command of subject matter is critically important to good teaching. Proceeding from this premise, the California State University developed and adopted a Title 5 requirement in 1985 that before entering a CSU student teaching program every prospective teacher must demonstrate competence in subject matter through a distinct assessment process. This requirement, to be implemented by Executive Order 476 (March 1986), stipulated that assessment is to be undertaken by appropriate academic department faculty. The Executive Order states:

> The department or program for single-subject or multiple-subjects waiver programs shall certify, prior to admission of a student to student teaching, that the student has mastery of the subject matter appropriate to the credential objective and is prepared for student teaching. This responsibility extends to assessing the competence in subject matter, not only of students in the waiver program on the campus, but also of those candidates who have completed the waiver program elsewhere or who have passed the National Teacher Examination (NTE). The appropriate departments or programs shall establish criteria and procedures for the certification of subject matter competence of the candidate. These departments and programs should maintain close communication with the School/College of Education as they develop procedures. [Note: On June 30, 1989, Executive Order 476 was superseded by Executive Order 547. The policy, however, was not altered.]

This policy extended the university's responsibility to engage in assessment beyond determining that student teacher candidates were meeting the state's minimum requirements. These requirements, which serve as proxies for subject matter competence, include either a) completion of a state-approved program in the subject (usually a major in the appropriate subject or a variation of the subject matter major), or b) passage of the National Teachers Examination in the appropriate subject area. The adoption of the new policy in 1985 meant, therefore, that the CSU was no longer willing to equate competence with passage of the NTE or completion of a pattern of courses. The faculty should reasonably ask for additional assurance that a prospective teacher is competent in his or her subject area.

The CSU system annually recommends for credentials about 70% of new teachers for California and about 10% for the nation. California educators were recognizing, however, that more than half of the prospective elementary teachers and about one third of secondary teachers did not qualify for a credential by virtue of

courses taken. Rather, they chose the state option of passing the NTE, thought by most faculty to be an inadequate gage of subject matter competence. Even among credential candidates who completed a subject matter waiver program (that is, an approved pattern of courses that waives the NTE), many took courses at two, three, or even four different institutions. Moreover, there was no requirement for currency in coursework. The main observation was not that students were "incompetent" but that all too frequently gaps existed in students' knowledge in essential areas of their discipline.

Responsibility for promulgating the new policy has fallen primarily to academic departments on nineteen, now twenty, CSU campuses. The Chancellor has fully supported this approach, believing that the faculty are best qualified and positioned to evaluate the subject matter competence of teacher candidates. Moreover, the CSU Academic Senate supported the policy, calling upon the faculty to become more involved in both the academic preparation and assessment of prospective teachers. The Senate also called upon the Chancellor's Office to assist campuses in developing new assessment procedures.

Under the Office's leadership, a series of workgroups were formed, each committee focusing on a subject area for which a teaching credential is offered. These groups were to be comprised of CSU faculty from the academic disciplines and schools of education; CSU academic administrators; public school teachers and administrators; and representatives from the State Department of Education and the Commission on Teacher Credentialing (CTC). Thus, a collaborative process was established to encourage CSU participants to draw upon the expertise of K-12 educators and state education agencies.

Each workgroup was charged with producing a resource guide that would present sample subject matter competencies, address a variety of assessment methods and models, and suggest ideas for implementation of assessment programs. These guides would then be disseminated throughout the CSU system and to other interested institutions and agencies. Finally, campuses would use the guides to develop their own assessment pilots and programs.

The English workgroup, the first to be formed, met in August 1987 and published its resource guide in October. This project subsequently served as a model, with variations, for projects in other disciplines. Following a second successful project for Liberal Studies in 1988, workgroups were formed for six other subject areas: Art, Foreign Languages, Life Science, Mathematics, Music, and History and Social Science. It is expected that in 1990 CSU campuses, using these workgroup reports as resources, will develop and begin to pilot assessment programs.

The project for History and Social Science began its work with the meeting of a core workgroup of a dozen CSU faculty and other participants in April 1989 at San Diego State University. This group began developing a draft resource guide that would address the issues of competency and assessment in History and all the major Social Science disciplines. An expanded group of twenty-four met in September to continue work on the draft document. Then, on November 2 and 3, 1989, a conference of forty-five educators met at the Horton Grand Hotel in San Diego to discuss in both plenary and breakout sessions the broad range of competency assessment issues and to recommend final revisions for the draft document. The conference was a success, and in the ensuing four months the final draft of the resource guide was prepared for printing and dissemination.

The workgroup trusts that this resource guide will serve as a general blueprint for all CSU History and Social Science departments to take part in developing campus processes for subject matter assessment. This booklet is <u>not</u> meant to be an official policy statement or a manual of rigid procedures but rather a tool that campuses are encouraged to use, indeed to revise and reshape, in initiating or improving assessment programs. This guide aims specifically to encourage all campuses to:

- Consider the concept of assessing and assuring subject matter competence while reviewing or revising campus History and Social Science curricular programs;

- Review and refine campus-based subject matter assessment processes using this guide, campus experience, and the resources of public school personnel;

- Identify, implement, and evaluate pilot assessment projects;

- Refine pilot projects and design permanent assessment processes;

- Provide for ongoing evaluation of assessment projects and revise curriculum based on the results of evaluation.

ELEMENTS OF HISTORY AND SOCIAL SCIENCE ASSESSMENT

I. Unity and Diversity in Program Goals

Many students enrolled in CSU History and Social Science programs intend to seek a California Single Subject Credential which will authorize them to teach in diverse geographic areas of California. History and Social Science programs in the twenty CSU campuses should reflect a common set of standards. They should maintain similar program goals to insure that all California teachers are well prepared to teach. This will help assure that learners, no matter what their geographic location, have equal access to quality education. The individual recommended for a Single Subject Credential from any CSU campus should be able to provide evidence of the range of competence in the subject matter that educators and policy makers agree qualify an individual to teach in the public schools. Assessing competency, using a variety of techniques, will help assure that each student has sufficient skill and knowledge to function effectively as a classroom teacher.

However, it is clearly recognized that the way in which History and Social Science assessment programs are designed and implemented will vary from campus to campus. The teaching faculties of each campus have forged the academic programs at their institutions. Consequently, comparable programs will manifest a degree of diversity.

Core areas of competence include understandings and knowledge found common to all programs and generally thought to be essential to teaching in the public schools. A suggested set of generic and discipline specific competencies for History and Social Science programs is presented in this report. Individual campuses, however, are encouraged to use this set as a guide, adding or revising as they believe appropriate.

The concepts associated with assessing subject matter competence should not suggest that knowledge and skill needed by a teacher is limited to what has been taught or what can be measured. A humanistic and liberal education embodies the idea that the best education teaches one how to learn. Therefore, this resource guide is intended to suggest an assessment process that will encourage and reinforce that education which promotes lifelong learning.

II. Importance of Multiple Measures

In order to fully assess the range of an individual's subject matter competence, it is necessary to use a variety of measures and assess competence at varying points during a

student's academic career. Assessment is not to be equated exclusively with "testing" in the conventional sense. Moreover, a single examination, observation, or interview may not provide a sufficiently reliable or valid basis for diagnosing or determining subject matter competence. Multiple measures will help ensure that the student's knowledge and skills are recognized and that deficiencies are identified early in order to structure his/her educational program to correct them.

The assessment of competence should be an all-campus responsibility throughout the student's university experience. Even though a final assessment should occur just before the student enters a credentialing program, or just before student teaching, the most useful programs will be ongoing and have diagnostic as well as evaluative aims.

- Through both teaching and careful review of curriculum, faculty must provide students with opportunities to acquire and develop competencies in all the subject matter areas that they may be expected to teach in the schools.

- Successful assessment programs in History and Social Science will require continuing faculty cooperation cutting across a number of disciplines. Therefore, programs must be collaborative in conception and implementation.

III. Designing an Assessment Program

The following ideas are suggested to guide in developing and scheduling a CSU assessment program:

- Subject matter competence should be the responsibility of the CSU system faculty, working on their individual campuses, rather than the Legislature or other government agencies.

- CSU History and Social Science departments should work closely with schools and local education agencies to design and implement assessment programs. Faculty should be especially aware that in 1987 schools began the process of implementing a new history and social science curriculum for grades K-12. This curriculum is described in the California History-Social Science Framework adopted by the State Board of Education.

- Additional resources for the design and implementation of assessment programs may include: measurement experts

(on or off campus), external evaluators, cross-campus consultants, community college faculty, public school personnel, credential candidates, and newly credentialed teachers who may reflect upon their own subject matter preparation.

- Competency-based evaluations need to be criterion-referenced rather than norm-referenced (that is, "on the curve".) Criterion-based assessment does not involve predetermined or expected pass rates. The goal of assessment, after all, is to certify an adequate level of subject matter preparation in terms of specific criteria, not to rank order individuals or determine their place in a distribution.

- Assessment procedures should meet accepted standards of professional evaluation with respect to content or construct validity and reliability. Whenever possible, independent ratings should be used to enhance the reliability of criterion-based judgments. Ideally, all qualitative judgments based on direct observations or interviews should involve at least two independent ratings.

- Assessment practices should meet goals of both encouraging candidates from diverse cultures to enter teaching and preparing future teachers to teach students from a variety of cultures using culture-free instruments.

IV. Scheduling

The scheduling of subject matter assessment is an important consideration. Because of the need to make comprehensive judgments, campuses may be inclined to concentrate on assessing student competency just before they enter a credentialing program. However, assessment will prove more effective and useful in guiding student development if it is initiated earlier in the student's undergraduate program and continued during the credential program.

Assessment programs should have both formative and summative features. Formative assessment is simply that which takes place during the course of the student's university education. It is especially appropriate for students enrolled in a campus History or Social Science waiver program, including undergraduate transfers. Formative procedures may appropriately be incorporated into classroom activities in waiver program courses.

- Formative evaluation provides information regarding areas of relative strength in the candidate's subject matter preparation. It may also help the student re-evaluate the appropriateness of his or her decision to enter teaching. Formative assessment should be followed by student advising which includes clear and reasonable alternatives for making up deficiencies and satisfying competency requirements.

- Formative evaluation should occur as soon as the student declares a single subject credential major, recognizing that some students make this decision early in their academic careers, others late.

- Campuses should not require candidates to complete additional course work in the academic field prior to diagnostic evaluation, except for those courses which represent actual deficiencies in formal requirements based on transcript evaluation. However, campuses may develop competencies for formative assessment which are equivalent to waiver course content requirements.

- Formative assessment should involve careful student advising which includes clear and reasonable alternatives for making up deficiencies and satisfying competency requirements. The adviser should explain carefully the competencies expected, the procedures for assessment, and other requirements. The adviser and the student should discuss actions appropriate to correct weaknesses, such as additional coursework or independent study.

Summative assessment determines whether a student is adequately prepared to begin student teaching. Criteria for summative evaluation should be clear.

- Summative assessment would normally occur during the semester/quarter prior to admission to the credentialing program or to student teaching. In the case of post-baccalaureate transfer students who wish to enter the credentialing program, assessment should occur during the semester/quarter the student arrives on campus and requests certification of subject matter competency. The campus should consider offering a summer school assessment option through the Division of Extended Studies.

- Procedures should be established for students who may wish to appeal negative decisions following summative assessment.

AREAS OF COMPETENCE

The workgroup developed sample competencies that may be useful as a basis for assessing the subject matter knowledge, understandings, skills, and attitudes of prospective teachers. These competencies are organized into two broad categories: 1) Generic Competencies which are fundamental to most disciplines, and 2) Subject Area Competencies which are organized by discipline.

It must be emphasized that the competencies that follow are meant to be guidelines, developed for the purpose of stimulating discussion and serving as a resource to campuses. They should not be interpreted as comprehensive checklists. Campuses will likely choose somewhat different competency statements based on their faculty's judgment and preferences.

To effectively assess subject matter competency in History and Social Science, however, it is essential to identify those "generic competencies" that underlie many disciplines and that are germane to all parts of the program. History and Social Science teachers must acquire certain fundamental building blocks if they are to become well-educated persons able to educate young people.

The section on Generic Competencies will, therefore, focus on knowledge, understandings, skills, and values and attitudes that transcend disciplinary borders but are integral components of each discipline. They represent the kinds of learning that remain after the best memorized material has faded from the mind and are marks of the liberally educated person.

In the section on Subject Area Competencies, this guide reflects the emphasis that both the Commission on Teacher Credentialing and the State Department of Education's History - Social Science Framework place on K-12 education in history, geography, government, and economics. Even so, some competency should be expected in the areas of anthropology, psychology, sociology, and ethnic and women's studies since ideas from these disciplines are likely to be integrated into required courses. Moreover, in many schools these disciplines will be the subject of elective courses (notably in ninth grade).

The teaching and learning of a particular competency may take place within courses offered by several CSU departments and should not necessarily be associated rigidly with a single academic department. For example, competencies developed for the subject area of American government might be part of the content of courses offered by Political Science, History, Sociology, Economics, or Geography.

I. Generic Competencies

A. Understandings. The prospective teacher will demonstrate understanding of:

1. <u>What</u> historians and social scientists study, such as the origin and development of cultures, civilizations, and nations; social structure, process, and change; interaction of humans with their geographical environment; historic and contemporary interrelations among peoples of the world; cultural and ethnic differences; economies and government.

2. <u>How</u> historians and social scientists study through a) specialized disciplines, each with its own subject areas, theories, schools of thought, conceptual vocabulary, major figures, and research strategies and applications; and b) the empirical method, involving epistemology, evaluating evidence, causation, research design, data collecting, objectivity and the role of personal values, and ethical issues in the conduct and application of social science.

B. Participation Skills. The prospective teacher will develop:

1. Abilities to work with others in making decisions, in setting goals and planning courses of action toward achieving those goals;

2. Sensitivity to needs, problems and aspirations of others;

3. Willingness to listen to and to consider differing points of view;

4. Skills of compromising, debating and resolving conflicts;

5. Understanding of both the rights and responsibilities of citizens in a democratic society.

C. Critical Thinking Skills. The prospective teacher will be able to:

1. Define and clarify problems, formulate and test hypotheses, and draw conclusions;

2. Judge information related to a problem by distinguishing fact from opinion, by identifying unstated assumptions, by recognizing stereotypes and cliches, by recognizing bias, and by distinguishing between primary and secondary sources of information;

3. Solve problems and/or draw conclusions by recognizing the adequacy of data, by identifying reasonable alternatives, by predicting probable consequences, and by recognizing cause and effect and multiple causation;

4. Read and interpret maps, charts, globes, graphs, tables and political cartoons;

5. Synthesize, combine, and integrate materials, ideas, theories, perspectives across disciplines.

II. Competencies in History

In addressing the issue of competencies in history, campuses should bear in mind that the public school K-12 curriculum as outlined in the History - Social Science Framework emphasizes historical study in almost every grade. The State Board of Education recommends that schools teach world history in 6th, 7th, and 10th grades and United States history in 5th, 8th, and 11th grades. California history is to be taught in the 4th grade. History competencies are also particularly important because some CSU campuses offer waiver programs in History as well as in Social Science.

A. General Competencies. The future teacher:

1. Understands the significance of the past to one's own life, both private and public, and to one's society;

2. Distinguishes between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life;

3. Perceives past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness;

4. Acquires at one and the same time a comprehension of diverse cultures and of shared humanity;

5. Understands how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process;

6. Comprehends the nature and interplay of change and continuity, and avoids assuming that either is somehow more natural, or more to be expected, than the other;

7. Prepares to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions;

8. Grasps the complexity of historical causation, respects particularity, and avoids excessively abstract generalizations;

9. Appreciates the often tentative nature of judgments about the past, avoids the temptation to seize upon particular "lessons" of history as cures for present ills, and understands how history helps in apprehending and anticipating, not predicting;

10. Recognizes the importance of individuals who have made a difference in history, the significance of personal character for both good and ill, and the often unequal balance between the role of individuals and forces beyond their control;

11. Appreciates the force of the nonrational, the irrational, the accidental, in history and human affairs;

12. Understands the relationship between geography and history as a matrix of time and place, and as context for events;

13. Recognizes the difference between fact and conjecture, between evidence and assertion, and is capable of framing useful questions.

B. Specific Competencies

1. World History. The prospective teacher will demonstrate understanding of:

a. The evolution and distinctive characteristics of major Eurasian, African, and American pre-

Columbian societies and cultures;

b. The connections among civilizations from earliest times, and the gradual growth of global interaction among the world's peoples, speeded and altered by changing means of transport and communication;

c. Major landmarks in the human use of the environment from Paleolithic hunters and gatherers to the latest technologies. The agricultural transformation at the beginning and the industrial transformation in recent centuries;

d. The origins, central ideas, and influence of major religious and philosophical traditions, such as Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism;

e. The political, philosophical, and cultural legacies of ancient Greece and Rome;

f. Comparative history of selected themes, to demonstrate commonalities and differences not only between European and other societies, but among non-European societies themselves;

g. Comparative study of the art, literature, and thought of representative cultures and of the world's major civilizations;

h. Varying patterns of resistance to, or acceptance and adaptation of, modern science, technicalization, and industrialization and their accompanying effects, in representative European and non-European societies;

i. The interplay of geography and local culture in the responses of major societies to outside forces of all kinds;

j. Comparative medieval society and institutions in Africa, Asia, and Europe; feudalism and the evolution of representative government in Europe;

k. The culture and ideas of the Renaissance and Reformation;

l. European overseas expansion in world context and the origins and growth of the capitalist world system;

m. The English Revolution, its ideas, and the practices of parliamentary government, at home and in the colonies;

n. The culture and ideas of the Enlightenment, comprising the scientific revolution of the 17th century and the intellectual revolution of the 18th;

o. The American and French Revolutions in comparative perspective, their sources, results, and world influence;

p. The Industrial Revolution and its social consequences, its impact on politics and culture;

q. The European ideologies of the 19th and 20th centuries and their global influence: liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, Nazism;

r. Nineteenth and twentieth century imperialism, decolonization, and the consequences of both for colonizers and colonized;

s. The two world wars, their origins and effects, and their global aftermath and significance;

t. The making of the European community of nations; new approaches to cooperation and interdependence;

u. Images, perceptions, and biases and how they influence the study of history;

v. Major interpretations of history.

2. American History. The future teacher will demonstrate understanding of:

a. The evolution of American political democracy, its ideas, institutions, and practices from colonial days to the present; the Revolution and Constitution; slavery, the Civil War,

emancipation, segregation, and civil rights; development of political parties;

b. The development of the American economy; geographic and other forces at work; the role of the frontier and agriculture; the impact of technological change and urbanization on land and resources, on society, politics, and culture; industrialization; the role of American government and labor;

c. The gathering of people and cultures from many countries, and the several religious traditions, that have contributed to the American heritage and to contemporary American society; the culture of Native Americans and the encounter between them and peoples of European descent; immigration and the immigrant experience;

d. The changing role of the United States in the outside world; relations between domestic affairs and foreign policy; American interactions with other nations and regions, historically and in recent times; the United States as a colonial power and in two world wars; the Cold War and global economic relations;

e. Family and local history, and their relation to the larger setting of American development;

f. The changing character of American society and culture, of arts and letters, of education and thought, of religion and values;

g. The distinctively American tensions between liberty and order, region and nation, individualism and the common welfare, isolationism and internationalism, and cultural diversity and civic unity;

h. The role of women in the family and work place; the contributions of women to American culture, politics, and economic development; the changes, images and roles of women; and the on-going struggle for women's rights;

3. California History. The future teacher will demonstrate understanding of:

   a. Conflict and interaction between Native-American and European peoples; the age of exploration, the mission system, the Anglo-American approach to Indian-white relations;

   b. The development of the California economy; fur trapping and trade during the Spanish and Mexican periods; the Gold Rush of the 1850s; wheat and citrus agriculture of the late 19th century; the discovery of oil; the impact of railroad transport; Hollywood and tourism; the aircraft industry; and the diversification of the California economy in modern times;

   c. The evolution of California's political democracy from the founding of statehood to the present; the first and second California constitutions; the California politician as national leader;

   d. The changing image of California in the American consciousness;

   e. The diverse ethnic roots of California's population; emerging demographic patterns; the struggle for civil liberties and social and economic parity by minorities;

   f. California's relations with neighboring states over such issues as water usage; tensions and differences between northern and southern California.

III. Competencies in Geography

Historic developments and current events reported daily on television and in newspapers happen in particular places. They are influenced by the physical and cultural settings of those places and interactions with neighboring and distant places. As citizens of a nation with worldwide responsibilities and involvements, students need an understanding of geographic concepts and skills to comprehend issues fully, let alone to contribute to the solution of local, regional, and global problems. The History - Social Science Framework stresses the importance of integrating geography into the study of history and recommends Geography as a 9th grade elective.

A. General Competencies. The prospective teacher will be able to:

1. Illustrate the significance of location and place in understanding events and problems;

2. Explain the complex interactions of peoples with their environmental settings;

3. Describe patterns in the movement of people, goods, and ideas and the importance of spatial mobility;

4. Discuss the physical and cultural characteristics of various regions of the world;

5. Employ basic tools of geography such as maps, globes, air photos, and statistical models, and can employ them to analyze spatial problems.

B. Specific Competencies. The future teacher will be able to:

1. Determine the absolute location of a place from a map or globe and its location relative to other places in terms of directions and distances;

2. Evaluate the significance of the relative location of a place and compare its locational advantages and disadvantages with those of other places;

3. Describe and explain the significance of worldwide distributional patterns of key elements of the physical environment and human cultures (e.g., landforms, climates, population densities, religions, levels of technological development, economic activities);

4. Describe and explain the significance of the major physical and human characteristics of important places in the United States;

5. Explain how human-environment interactions develop and their consequences both for people and for the natural environment;

6. Describe major historic and contemporary patterns of local, regional and intercontinental human migration, and understands such motivations as changes in technology or in environmental

preferences as well as intercultural conflicts;

7. Illustrate the extensive impact of transportation and communication networks upon the modern landscape and the way they promote the diffusion of goods, ideas, and technological innovations;

8. Employ the concept of "region" at scales varying from local neighborhoods to intercontinental (e.g., the Third World) and for themes as specific as religious affiliation or as broad as a blend of environmental, economic, and cultural interactions (e.g. the Pacific World or Western Europe);

9. Obtain and analyze data from such sources as maps, air photos, census tables, questionnaires, and field observations;

10. Demonstrate knowledge of the differing levels of economic development of major world regions and explain the causes and consequences of such contrasts;

11. Explain differences in cultural perception of nature as it relates to protection of the environment;

12. Demonstrate an understanding of both positive and negative impact of human activity on the environment;

13. Recognize spatial patterns, form hypotheses concerning their origins or interrelationships, test such hypotheses, and draw conclusions.

IV. Competencies in Government and Political Science

Prospective teachers of government need be familiar with the fundamental concepts and principles that underlie the study of government and politics. This means they need to develop basic understanding of the dynamic processes, structures, assumptions, and heuristics, and the ways of understanding experience that characterize the discipline of political science. In addition, they need to possess an appreciation of the significant interrelationship between political life and other dimensions of human activity. Under the new Framework, the State Board of Education recommends a one-semester course in 12th grade entitled "Principles of American Democracy."

A. General Competencies. The prospective teacher will demonstrate understanding of:

1. The forces and dynamics that have influenced the evolution and current status of human cultures, political systems, and governmental institutions;

2. Both the universal features of culture and politics and diversity between political systems and peoples;

3. The behavior of individuals, small groups, and political institutions, and their interrelationship in a global society;

4. The essential theories and methods to analyze, interpret, and make informed judgments about civic life and political affairs, including the U.S. Constitution and other forms of law.

B. Specific Competencies. The future teacher will demonstrate understanding of:

1. The character of political institutions and democratic principles, including the rights, responsibilities, and activities of citizenship;

2. The essentials of U.S. national government and California State and local government and of the federal system by which they are linked;

3. The nature of change and its impact on politics and political participation, including the role of class, race, ethnicity, and gender;

4. Concepts and methods for comparing governments, including both democratic and authoritarian forms;

5. The role of leadership in government, politics, and society;

6. The dynamics of international diplomacy and organization and the roles of non-state actors in global affairs;

7. The interrelationship between economic forces and political dynamics;

8. The interrelationship between changing technological and scientific developments and political

and governmental decision-making;

9. The interrelationship between culture and nation in the international political environment, particularly between the United States of America and other societies.

V. Competencies in Economics

Prospective teachers in California need a solid understanding of the basic principles of economics, along with a strong grasp of the interrelationships between economics and other disciplines. The History - Social Science Framework recommends a one-semester 12th grade course in Economics.

A. General Competencies. The future teacher will be able to:

1. Explain and apply the special form of reasoning basic to the approach of the economics discipline;

2. Identify and use correctly the basic concepts of economics;

3. Understand how to compare and contrast the origins, characteristics, and mechanisms of different types of economic systems;

4. Understand how to make decisions using the concepts of marginalism, opportunity cost, and scarcity;

5. Analyze and explain public policy issues that are largely economic in nature.

B. Specific Competencies. The prospective teacher will be able to:

1. Explain the historical processes by which market, industrial capitalism developed, as well as the basic deductive model of the competitive market;

2. Describe and analyze the process whereby short-term supply and demand in the competitive market set prices that induce socially questionable results, especially environmental ones, such as pollution, depletion of non-renewable resources, and destruction of forests;

3. Understand and interpret indicators of economic performance, such as GNP;

4. Describe and know the significance of the institutional structures within which modern economies function, including corporations, multinationals, banking and credit organizations, stock markets, unions, and regulating agencies;

5. Explain the cycles in production, growth, employment, price level, and distribution and the associated monetary and fiscal policies intended to prevent or mitigate undesirable developments;

6. Describe the institutional and philosophical differences among the major economic systems of the world;

7. Grasp the vital role of money in all modern economies;

8. Understand the impact of international trade and movement of people across national borders upon the United States and other countries.

VI. Competencies in Anthropology, Psychology, and Sociology

The History--Social Science Framework suggests course titles directly related to the Behavioral Sciences only as electives in 9th grade. In a broader context, however, teachers will use their knowledge of the Behavioral Sciences to teach valuable perspectives on human behavior and institutions in courses that are primarily on History, Government, Economics, or Geography. They will also introduce ideas from the Behavioral Sciences into specialized classes such as comparative religions, ethnic studies, contemporary issues, etc. The Behavioral Sciences, moreover, are relevant to such identified objectives of K-12 education as ethical literacy, cultural literacy, and geographic literacy.

The faculty at each campus will need to decide what role the Behavioral Sciences should play in the assessment process: whether assessment will take into account the number and variety of Behavioral Science courses the candidate has taken and how to allow the candidate to demonstrate his or her competence in Anthropology, Psychology, or Sociology in their relationship to the other disciplines.

General Competencies. The prospective teacher will be able to:

- Explain or apply such general themes as the

development of human culture and institutions; the source and importance of human diversity, including race, gender, and ethnicity; and explanations of human behavior from the individual perspective and within the context of small groups and institutions;

- Explain in general how such themes as cultural tradition, human nature, social structure, or other key Behavioral Science concepts contribute to understanding of the development, varieties and functioning of government; the role of the individual in political institutions.

VII. Competencies in Ethnic Studies

Prospective teachers of History and Social Science need to learn and be familiar with the diversity of concepts, principles, and interpretations that inform the study of the experiences of African-, Asian-, and Hispanic-Americans. This means that candidates need to develop basic understanding of the dynamic processes, structures, and assumptions and the ways of understanding ethnic experiences that characterize the interdiscipline/multidiscipline of ethnic studies. In addition, prospective teachers need to possess an appreciation of the significant interrelationships among the experiences of these ethnic groups and other non-dominant cultures.

The History - Social Science Framework emphasizes the importance of "a multicultural perspective" as part of the cultural literacy of young Californians. The Framework also recommends that schools may design ethnic studies courses as ninth grade electives. Future teachers may acquire competencies in this area through a curriculum that includes specific ethnic studies courses. However, ethnic experiences, issues, and contributions should also be introduced to students in a variety of History and Social Science courses.

A. General Competencies. The future teacher will be able to:

1. Understand the forces and dynamics that have influenced the development and contemporary condition of ethnic cultures and institutions;

2. Recognize both the universal features of culture and history and the particularity or distinctive characteristics of and interrelationships among

ethnic communities and cultures;

3. Understand the essential theories and methods to analyze, interpret, and develop informed views of ethnic communities.

B. Specific Competencies. The prospective teacher will demonstrate understanding of:

1. Major historical and cultural events and movements, particularly the forces and dynamics which resulted in the enslavement of Africans in the Americas; major historical events and movements that resulted in the formation of Spanish-speaking communities and communities of Asian origin in the Americas and particularly the United States;

2. Major historical and cultural events and movements that resulted in the formation of communities of Native American Indians in the Americas and particularly the United States;

3. Trends, developments, and characteristics of ethnic social organizations and culture, including consideration of class and gender;

4. Trends and developments regarding the interaction between ethnic culture and society and the larger American culture and social order, including patterns of racial prejudice, stereotyping, and discrimination;

5. Trends, developments, and characteristics of ethnic expressive culture (literary, artistic, theatrical, and musical) and its contribution to the larger American culture;

6. The historic and changing character and roles of political ideas, political organizations, political culture, and political participation in relation to ethnic experiences;

7. The major economic concepts, principles, and practices historically and currently applied to the ethnic population;

8. The future challenges to ethnic communities posed by the changing character of science and technology;

9. The interaction of cultures and nations in the world, particularly between ethnic communities and other societies.

VIII. Competencies in Women's Studies

Prospective teachers in California need to know the concepts, principles, and interpretations that inform the study of women in history and society. They need to develop basic knowledge of the theories, assumptions, and ways of understanding experience that characterize Women's Studies. In addition, candidates should demonstrate knowledge of how sexism is sometimes reflected in classroom organization and student-teacher interaction. The History - Social Science Framework lists "Women in Our History" as a potential elective course for ninth grade social studies.

A. General Competencies. The future teacher will demonstrate an understanding of:

1. The forces that have influenced the development and contemporary condition of women in various societies and cultures;

2. The influences of gender and its impact on human societies and individual lives;

3. The diversity of women across a wide range of classes, races, ethnicities, nationalities, ages, and sexualities;

4. The importance of cross-cultural and international perspectives in studies of women's situations;

5. The contributions of Women's Studies scholarship to the social science disciplines.

B. Specific Competencies. The prospective teacher will demonstrate an understanding of:

1. The significance of women's traditional roles and activities in the making of human culture;

2. The impact of women's participation in the political arena;

3. The broad outline of the social, political, intellectual, and economic history of women in various societies;

4. The major theories and major turning points in American women's history;

5. Key concepts such as public and private spheres, sex differences, sex-role socialization, and cultural diversity;

6. The significance of women's movements around the world, and the processes by which women have brought about change;

7. The interrelationship between gender, class, race, ethnicity, and economic roles;

8. The impact of major social institutions on women's lives;

9. The creative contributions of women to society and culture.

SOURCES OF INFORMATION FOR ASSESSING PROSPECTIVE TEACHERS

I. Diverse Academic Backgrounds of Prospective Teachers

Many sources of information may be used to evaluate the subject matter competency of future teachers. Certain generic and subject area competencies will likely be assessed at all the CSU campuses. Yet plans and programs will vary from one campus to another depending on such factors as the status of existing assessment procedures, available staff resources, and the number of students seeking professional preparation for teaching.

One of the most important factors in designing an assessment program is the inevitable diversity in academic background and experience of students wishing to enter the credentialing program. An important challenge facing the campus is to distinguish among several categories of students in terms of their previous academic preparation and then to determine how assessment procedures might vary from one group of students to another.

The broadest categorical division might be made between 1) on-campus students who are enrolled in an undergraduate waiver program in Social Science or History and 2) all other students. Evaluation of the formative type (i.e., frequent assessment of competency throughout the individual's undergraduate career) is obviously most appropriate for the on-campus waiver-program student. Moreover, faculty advisers will have detailed knowledge of the academic preparation and therefore to some extent of the subject matter competence of undergraduates enrolled in a waiver program at their own institution.

Students, however, come to credentialing programs from a remarkable variety of academic backgrounds. The categories "waiver candidate" and "non-waiver candidate" are not sufficiently precise as tools in designing assessment procedures that will serve the needs of diverse student populations. Following is a list of categories that might be considered in identifying the types of students who apply to enter the credentialing program at a particular CSU campus:

A. On-campus waiver program students.

   1. Those who have indicated prior to their senior year an interest in the single subject credentialing program and who may be taking part in formative assessment or are assembling evidence of competence pertinent to assessment.

2. Those who indicate an interest in the credentialing program only during their senior year or following completion of their undergraduate program.

3. Transfer students who enter the waiver program during their undergraduate career.

B. On-campus students with non-waiver undergraduate majors in history, the social sciences, or other disciplines.

C. Students who have completed a waiver program at another CSU campus.

D. Students who have completed a comparable waiver program at a non-CSU institution in California or at an institution in another state.

E. Non-waiver program students with degrees from public or private universities in California or other states.

F. Students with degrees from non-CSU campuses in or out of state who have a) more than or b) less than a year of teaching experience.

II. General Guidelines for Evaluating Students

A. Assessment criteria and evaluation procedures should be comparable for both on-campus waiver-program teacher candidates and other categories of students. Waiver-program candidates may participate in more extensive formative or diagnostic assessment, but summative criteria leading to approval or disapproval for entry into student teaching must be applied equitably to all categories of students.

B. Based on diagnostic assessment information, the student may be required to seek additional advisement. An academic plan for continued study, skills development, and knowledge of content would then be made.

C. Assessment procedures should provide for multiple evaluators. Differences among judgments of evaluators may indicate that criteria may need to be redefined or that the evaluators themselves need training to improve the accuracy and reliability of their judgments. Even if significant discrepancies do not appear, evaluators should be sure that a consistent standard of judgment is maintained.

D. Assessment procedures should be monitored periodically for effectiveness and appropriateness. Department faculty should share responsibility for conducting this program review. Reliability among raters must be monitored to assure consistency.

E. To validate the assessment process, information should be gathered on the continuing subject matter competency of newly credentialed candidates. Results from this long range validation will help assure that campus assessment procedures are effective and properly designed.

III. Instruments of Assessment

A comprehensive assessment program may utilize many instruments of information. Use of multiple measures is encouraged. These instruments may be organized into seven main categories. (The order of the categories presented here does not imply any ranking of their importance or usefulness.)

A. Tests

Tests can be used as appropriate evaluative instruments to measure candidate subject matter competencies in History and the Social Sciences. Tests may be comprehensive or may assess selected subject matter. They can be oral or written, commercial or teacher made. Tests may be used effectively for formative assessment of on-campus waiver-program students, as well as summative evaluation of all teacher candidates. When using tests, the following principles should be kept in mind:

1. Whether using a locally constructed test or a published standardized one, the instrument should be subjected to item-by-item scrutiny to be sure that its content is appropriate to the competency being assessed.

2. A norm-referenced test (evaluated "on a curve") may not be suitable for assessing a given competency since such tests are usually designed to measure a broad range of ability.

3. Essay examinations and writing samples should be evaluated by more than one reader who has been trained to assess papers against stated scoring criteria. Essay topics should be pretested and

rater reliability should be checked periodically.

4. Performance examinations, such as demonstrations or group discussion of issues, should also be assessed in terms of established scoring criteria by more than one trained evaluator.

5. Local tests of any kind must be carefully constructed and thoroughly pre-tested. Test development is a demanding and time-consuming activity, requiring expertise in measurement theory and practice. Faculty members who develop local assessment instruments might be encouraged to seek the assistance of measurement and evaluation consultants.

6. In developing testing instruments faculty may find it useful to consult appropriate state and national standardized tests, including the Graduate Record Examination (GRE) and the College Board Achievement Test in European History and World Cultures.

B. Interviews

Interviews are best suited for assessing higher level skills, such as the ability to integrate, synthesize, and interpret areas of knowledge. Other modes of assessment, such as objective tests, are more effective for measuring recall or recognition. In an interview, evaluators can probe student responses, and the give and take of the interview offers students an opportunity to demonstrate a variety of skills. Each evaluator should render an independent rating of each competency area to be assessed.

1. Interview questions should be carefully structured to address pre-determined, specific competencies. Interviewers may be provided with written questions to ensure a degree of uniformity in the interview process. Members of the interview panel may prepare in advance by reading portfolios and reviewing transcripts, biographical statements, or other documentation.

2. Students may be interviewed individually or in groups. Group interviews might require substantially less faculty time, but individual interviews are probably to be preferred as they obviously will permit more comprehensive and probing assessment. Students may be advised of

interview topics well in advance, just before the interview, or not at all. Topics may be described in general terms, or students may receive advance copies of the interview questions. If students are given questions in advance, then follow-up questions should be permitted during the interview. Interviews may also provide an opportunity for discussion and evaluation of student portfolios.

3. In addition to faculty, interview participants may include advisers, master teachers, cooperating school teachers, student teachers currently in the program, district curriculum specialists, external evaluators or other consultants.

C. Portfolios

A portfolio is a collection of student work samples, documents and reports. Portfolios are especially useful for assessing transfer students, who may have spent little time on campus and are not well known to the faculty. If portfolios are required, students should be given explicit information regarding the materials to be included and adequate time to collect and prepare the documentation. Portfolio content may differ for on-campus students and other categories. However, portfolio requirements should be uniform within a given category of students. Portfolios should be assessed by more than one evaluator, and students should be told who will have access to their file. Portfolios may contain a wide variety of materials, including those suggested below.

1. A personal history of education, travel, relevant work experience, and professional goals. An autobiographical statement, including events and influences that led the candidate to enter a teaching career.

2. Examples of academic work, such as research papers, book reviews, essays, or other samples specifically prepared for the portfolio.

3. Journals or observation reports from field experiences or from travel/study.

4. Audio or video tapes in which the student demonstrates performance in selected areas of competency.

D. An Assessment Course

A course in History and Social Science focusing on assessment would include activities specifically designed to generate a wide range of information on student competency.

1. "Capstone" Course

Such a course would probably carry two to four units of credit and might be team taught. It would most appropriately be taken at the end of the candidate's subject matter course sequence, thereby serving as a "capstone" experience. It would be appropriate for all credential candidates, including on-campus waiver-program students and other categories. Teacher candidates transferring from other campuses might be required to take such a course.

An assessment course could serve the multiple aims of certifying subject matter competence in History and Social Science, diagnosing credential candidates for remediation, assessing the quality of preparation provided by the campus's single subject waiver program, and introducing future teachers to methods of assessment that they might later use in their own classrooms.

Assessment activities in the course should cover the entire range of subject matter competencies. Although no single student is likely to require assessment for every competency, a non-waiver program student may need to be evaluated for most of them. Assessment techniques would likely include abbreviated variants of those embodied in regular courses, or other assessment instruments described elsewhere in this report.

The course would emphasize verification of competency rather than diagnosis of deficiencies. Nevertheless, some opportunity should be provided for the reassessment of previously identified deficiencies. The assessment course could also provide a laboratory for competency assessment ideas. Evaluation procedures themselves could be analyzed and discussed and new approaches tested.

2. Course Centering on the Interrelations of Content and Pedagogy

Some CSU departments in History or the Social Sciences offer (or are developing) courses specially designed for undergraduates interested in teaching careers. Typically, such a course aims not only to teach an academic subject but also to develop what Lee Shulman has called "content-specific pedagogical knowledge." That is, an objective of the course is to encourage students to translate subject area knowledge into knowledge that can be effectively communicated to K-12 children and young people. The course is not primarily concerned with social studies teaching methods, as conventionally defined, but with helping future teachers 1) identify and study specific topics that they are likely to teach in California schools and 2) transform such knowledge into ideas, concepts, approaches, or techniques that are "learnable" in the school classroom. Examples of such courses offered in the CSU system include "United States History for Teachers" and "World History for Teachers." Courses of this type might be especially suitable for incorporating special competency assessment activities. A campus might offer a course of this type in each of the subject areas commonly taught in the schools, notably in U.S. History, World History, Geography, Government, and Economics. Another alternative would be a single course that encompasses elements of all these disciplines.

E. Classroom Activities

Student activities in regular university classes can be an important source of assessment information, but one mainly applicable to on-campus students in a waiver program. Students who have indicated an interest in entering a credentialing program may be given some special assignments. Many regular classroom activities may provide opportunities to observe and assess specific competencies in context. Normally, these assessment procedures will be distinct from and more specific than those used to determine course grades. Obviously, much faculty cooperation and planning will be required to build special assessment activities into a range of regularly offered courses.

Activities that may be specially evaluated in regular courses include asking the student to:

1. Lead or participate in group discussions.

2. Make an oral presentation of subject matter material.

3. Write or speak on selected topics or in response to a specific question.

4. Produce a synopsis or critique in response to a presentation by the instructor or another student.

5. Take tests or undertake other assignments requiring multiple or integrated levels of interpretation and analysis.

6. Participate in group writing exercises or in-depth writing revision exercises.

7. Complete an individual assignment such as a senior project or a project of a cross-disciplinary nature.

F. Academic Transcript Review

Since a student's academic transcript represents the collective judgment of faculty in various disciplines, a review may yield useful assessment information. Transcript information, however, should be used in conjunction with other assessment information. Important considerations in review of transcripts are the breadth of course work taken, apparent gaps in course work, level of achievement, and recency of study. The completion of a course should not in itself deem the student competent, nor should the absence of a specific course render the student incompetent. However, transcript information is one indicator of competence.

G. Letters of Recommendation/Performance Ratings

Letters of recommendation and other performance ratings from faculty, supervisors, or others familiar with the student's work or academic performance may contribute assessment information. A standardized form may be developed for this purpose to focus evaluation responses on specific competencies. Another approach might involve circulating a list of students together with a request for faculty comments or ratings.

RECOMMENDATIONS RELATED TO RESOURCE AND ADMINISTRATIVE ISSUES

The Workgroup on Subject Matter Assessment in History and Social Science strongly recommends that special State support be secured to develop and implement campus-based assessment of subject matter competence.

The effort to persuade the Legislature to fund a campus-based, competency assessment program will probably require demonstration that campuses have already made significant progress in developing assessment procedures. This Resource Guide aims to stimulate and advance CSU campus action to develop such programs.

Yet state resources are vital, since the development of effective, long-term programs will involve commitment of large amounts of faculty time, as well as other resources. Any campus assessment program that involves such tasks, for example, as conducting in-depth interviews with scores of students; offering multiple sections of "capstone" assessment courses; developing, reading, and evaluating special competency examinations; or reviewing large numbers of student portfolios will require allocation of substantial resources. As long as campuses continue to develop and implement assessment programs without special state funding, the apportionment of faculty and administrative resources will remain highly problematic. The recommendations described below recognize 1) that state funding is not at present specifically provided for development of subject matter assessment and 2) that program development will proceed more quickly and effectively as such funding becomes available.

The Chancellor's Office could consider earmarking lottery funds for development of assessment models. Funding might range from $50,000 to $100,000 per campus, with a primary basis for allocation being the number of waiver programs on campus. However, lottery funds are inappropriate for long-term implementation support. Campuses could also develop proposals for private funding that may support assessment development and, possibly, related research.

I. Administration

A. A CSU system resource center to provide collection and dissemination of information regarding assessment methods, instruments, and experiences is highly recommended, especially in the development stage.

B. A university-wide administrator should be designated who is responsible for overseeing the development and implementation of the assessment program, related

campuswide committees, timelines, funding, and clerical support.

C. An assessment program coordinator for history and social science should be designated to carry out development and implementation plans and work directly with campus committees and other personnel.

D. A committee composed of faculty members representing the relevant subject areas should work with the assessment coordinator to implement the program. Education faculty and those with expertise in assessment should also be involved.

E. Each campus should provide for an appeals process should a student wish to challenge the results of the assessment.

F. Campuses that will be assessing large numbers of students may wish to establish an Assessment Center which could provide common clerical and recordkeeping assistance, facilities, proctoring service, and video taping to all participating areas, thus reducing costs. Fees could support the overhead costs of such a center.

II. Pilot Program

A. A proposed pilot program on a campus could be submitted to the Chancellor's Office for funding should funds be available. Representative pilot programs could be selected using a variety of criteria such as the size of the campus or the proportion of waiver and non-waiver students in a program.

B. A one-year pilot program can only be assessed in terms of its administrative aspects. Long-term implementation of a program with **ongoing funding by the legislature** better lends itself to evaluation of competencies and student outcomes.

C. Evaluation of pilot programs should occur after one year, and information on strengths and weaknesses should be disseminated to other campuses to help them develop and implement assessment programs. Campus programs should also be coordinated with the new Commission on Teacher Credentialing Standards and proposed implementation plan.

III. Implementation

A. Assigned time could support development of the assessment process. For instance, in larger history or social science departments, a faculty member could be assigned 3 WTUs for a semester (quarter) to chair a development committee. This assigned time would not come from the department's normal allocation.

B. Faculty members of an assessment development committee could serve as part of their regular committee assignments or could be allocated release time by the university.

C. Assessment processes might draw in part on extra-campus evaluators who possess appropriate expertise, such as public school teachers, school district curriculum specialists, or professional association members. These educators should be paid standard professional compensation for their services.

D. Possible sources of supporting the program include the following:

1. An assessment course might be established. Dependent upon the depth and breadth of procedures, this course could be taught as supervision, activity, or activity laboratory. For example, one faculty position could accommodate 90 to 100 students per term (six FTES assuming one credit unit per student).

2. Some students might undergo assessment through a specially designed course offered by extended or continuing education, such as summer session for students wanting to enter student teaching or the credential program in the fall term. It should be kept in mind, however, that an extension course cannot be "required" of any student.

3. Students might be required to pay a nominal assessment fee, which would be deposited in a revolving trust fund that is operated similarly to the account established for the upper-division written English tests on many campuses.

RECOMMENDATIONS FOR ADVISING

Advising, broadly defined, aims to provide accurate and timely information and advice to potential teachers. This includes making information available within the community, especially at schools and colleges. It involves coordinated efforts of many individuals throughout the California educational system. Effective advising of prospective teachers depends upon early identification of candidates, since information about teaching and teacher preparation encourages early self-selection.

I. Student Information Needs

Students need information on the whole educational and teacher preparation process. Thus responsibility for advising undergraduates must involve faculty in both the credential and academic programs. Information should be provided as early as possible on the following:

- Major/program requirements;
- Ways to compensate for current areas of weakness through course selection;
- Campus assessment process;
- Notification that a different assessment may be required for admission to credential programs on other CSU campuses;
- Requirements for admission to the credential program and application procedure for admission;
- Description of the credential program;
- Description of other credentials and how they relate to the single subjects credential.

II. Ways of Disseminating Information to Students

A. Sources of information for students who have declared interest in the credentialing program:

- University catalog;
- Subject matter competency assessment handbook;
- Introduction to the program at campus orientation sessions or other meetings for this purpose;

- Newsletters;
- Advisers, advising centers;
- Career counseling center;
- Community college faculty and counselors;
- Student organizations;
- Faculty teaching courses identified with the program;
- College/School of Education Offices.

B. Sources of information for potential majors/credential candidates. Many of the above sources plus:

- High school and elementary school teachers;
- High school and community college counselors;
- Career Planning and Placement Centers;
- Contacting students who indicate a credential objective on information sheet at university registration.

III. Coordination

It is impossible to use the people mentioned above effectively without a concerted effort to inform and involve them.

- A program coordinator should be responsible for assuring adequate and accurate advising.
- Faculty teaching key History and Social Science courses should be made aware of the whole program and where students can get information.
- Community college faculty and counselors are an essential part of the information network as well as the instructional program on campuses with a large number of transfers. CSU faculty should develop relationships with local community college faculty to assure course comparability and accuracy of program information and to make community college faculty active participants in a teacher preparation team. Community college faculty and counselors can play an important role in identifying and

recruiting potential teachers, especially minorities, if they are involved and well informed.

- High school and elementary teachers are excellent sources of information about career preparation. They can make an important contribution in the early identification of potential teachers as well as facilitate their entrance into and progress through the program by providing accurate information about the whole credential process. University faculty who are developing assessment programs should be encouraged to meet with faculty and students at local high schools or meetings of teacher organizations.

IV. The Adviser's Role

- Advisers should have faculty consultants in each discipline to give advice on courses in the discipline.

- Advisers may be involved in assessment of students' subject matter competency. They also play an important role in assuring student compliance with the assessment procedure, for example, in building a portfolio.

- Where possible, the roles of adviser, instructor and assessor should overlap, providing several interrelated bases for assessment of students.

- Advisers must keep complete and accurate records of student progress, including dates students were informed of requirements or deficiencies.

V. Support Needed

The following are essential for the recommendations above to be carried out at even a minimal level:

A. On Campus:

- Adequate training of advisers and (realistic) compensation for advising, with reasonable limits on the number of students per adviser;

- Recognition of service as adviser in promotion and tenure decisions;

- Adequate space, if advising is done in a center; drawer space for those advising in academic offices;

- Adequate clerical and/or computer support.

B. Off Campus:

- Support from the Commission on Teacher Credentialing, Chancellors' Office, State Department of Education, California Council for the Social Studies, and other educational bodies for disseminating information and coordinating efforts.

VI. The Reciprocity Issue

Owing to the large number of students who transfer from one CSU institution to another, all the campuses should work out agreements regarding the acceptability of one another's assessments. This cooperation is especially important among campuses located in the same part of the state. The issue centers on whether the campus which trains the undergraduate student or the campus which accepts a student into its credentialing program be responsible for assessing subject matter competence. The interest a receiving campus has in assuring quality of candidates must be recognized, yet it is probably more practical for the faculty on the campus where the student completed his or her undergraduate study to assess that work.

BIBLIOGRAPHY

The following publications and materials have been particularly helpful in developing this Resource Guide:

All-University Responsibility for Teacher Education in the California State University: Campus Progress Reports. California State University, 1989.

Building a History Curriculum: Guidelines for Teaching History in Schools. The Bradley Commission on History in Schools, 1988. (The subject matter competencies in world and American history in this Resource Guide were largely adapted from Building a History Curriculum.)

History - Social Science Framework for California Public Schools, Kindergarten through Grade Twelve. California State Department of Education, 1988.

New Teachers for California: California Beginning Teacher Assessment and Support Project. Stanford, California: California State Department of Education, and Stanford University, School of Education.

Resource Guide: Subject Matter Assessment of Prospective Elementary School Teachers. California State University, 1988.

Standards for Social Studies Teachers in the State of California. California Council for the Social Studies

Subject Matter Assessment Guidelines of Prospective Foreign Language Teachers. California State University, 1989.

Subject Matter Assessment of Prospective English Teachers. California State University, 1987.

CSU

THE CALIFORNIA STATE UNIVERSITY

BEST COPY AVAILABLE